



## STUDENT GROUPS BREAKOUT SESSION HANDOUT

A) Please list as many of the 13 student groups as you can.

- |          |           |
|----------|-----------|
| 1. _____ | 8. _____  |
| 2. _____ | 9. _____  |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ |           |

B) For your LEA, what are the other groups of students (e.g., subsets or combinations of the 13 student groups) that need attention?

- » \_\_\_\_\_
- » \_\_\_\_\_
- » \_\_\_\_\_
- » \_\_\_\_\_
- » \_\_\_\_\_
- » \_\_\_\_\_

### C) 5 WHYS Optional Inquiry Protocol - Example

State Indicator: Suspension Rate Student Group: English Learners Color: Orange

*Why is that?*

Response. The suspension rate is based on status and change. The suspension rate status of our ELs was 6.5% and the suspension rate change of our ELs was -0.5%.

*Why is that?*

Response. Arabic speakers make up 8.9% of our ELs. Still, the suspension rate status for Arabic speakers was 15.1% and the suspension rate change for Arabic speakers was +1.2%.

*Why is that?*

Response. 96% of our Arabic speakers are short-term ELs. The suspension rate status for short-term EL Arabic speakers was 15.3% and the suspension rate change for short-term EL Arabic speakers was +1.1%.

*Why is that?*

Response. Many of our short-term EL Arabic speakers appear to suffer from PTSD and other mental health issues. As almost all of our short-term EL Arabic speakers are from Yemen, this may be because of the civil war in Yemen, although it is not known for sure.

*Why is that?*

Response. Our LEA does not have Arabic speaking counselors.

**DON'T Guess**  
**Find the DATA to answer the question**  
**KEEP GOING until you get to the level of an LCAP action or service**

**C1) 5 WHYS Optional Inquiry Protocol – Template**

State Indicator: \_\_\_\_\_ Student Group: \_\_\_\_\_ Color: \_\_\_\_\_

*Why is that?*

Response.

*Why is that?*

Response.

*Why is that?*

Response.

*Why is that?*

Response.

*Why is that?*

Response.

*Why is that?*

Response.

**DON'T Guess**  
**Find the DATA to answer the question**  
**KEEP GOING until you get to the level of an LCAP action or service**

**C2) Deep Dive Optional Inquiry Protocol – Example**

State Indicator: Suspension Rate Student Group: English Learners Color: Orange

What are we trying to accomplish? Improve school climate to ensure that all students and their families feel safe and welcome at school and at school events.

<u>What We Know</u>	<u>What We Don't Know</u>
<ul style="list-style-type: none"> <li>» Arabic speaking EL students appear to have higher than average discipline numbers</li> <li>» Arabic speaking families appear to make up a non-trivial portion of our EL population</li> <li>» Many Arabic speaking families are from Yemen</li> </ul>	<ul style="list-style-type: none"> <li>» How many Arabic speaking families are from Yemen?</li> <li>» What is the suspension rate for Arabic speaking EL students? For short-term Arabic speaking EL students?</li> <li>» Are Arabic speaking EL students taking advantage of support services offered by our school sites?</li> <li>» Does the suspension data for Arabic speaking EL students differ between school sites?</li> </ul>

<u>Questions to Investigate Further</u>	<u>Data Required to Answer Questions</u>	<u>Plan to Collect/Source of Required Data</u>
<ul style="list-style-type: none"> <li>» How many Arabic speaking families are from Yemen?</li> </ul>	<ul style="list-style-type: none"> <li>» Arabic speaking families from Yemen</li> </ul>	<ul style="list-style-type: none"> <li>» EL intake data if available</li> </ul>
<ul style="list-style-type: none"> <li>» What is the suspension rate for Arabic speaking EL students? For short-term Arabic speaking EL students?</li> </ul>	<ul style="list-style-type: none"> <li>» Suspension rate data for long-term and short-term Arabic speaking EL students</li> </ul>	<ul style="list-style-type: none"> <li>» Student information system</li> </ul>
<ul style="list-style-type: none"> <li>» Are Arabic speaking EL students taking advantage of support services offered by our school sites?</li> </ul>	<ul style="list-style-type: none"> <li>» Counselor visits for Arabic speaking EL students</li> </ul>	<ul style="list-style-type: none"> <li>» Ask counselors at school sites</li> </ul>
<ul style="list-style-type: none"> <li>» Does suspension data for Arabic speaking EL students differ between school sites?</li> </ul>	<ul style="list-style-type: none"> <li>» Suspension rate data from each school for Arabic speaking EL students</li> </ul>	<ul style="list-style-type: none"> <li>» Student information system</li> </ul>

*Adapted with Permission from Planning Inquiry Tool Created by San Diego County Office of Education*



**C2) Deep Dive Optional Inquiry Protocol – Template**

State Indicator: \_\_\_\_\_ Student Group: \_\_\_\_\_ Color: \_\_\_\_\_

What are we trying to accomplish? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

<u>What We Know</u>	<u>What We Don't Know</u>
»	»
»	»
»	»
»	»
»	»



<u>Questions to Investigate Further</u>	<u>Data Required to Answer Questions</u>	<u>Plan to Collect/Source of Required Data</u>
»	»	»
»	»	»
»	»	»
»	»	»
»	»	»

*Adapted with Permission from Planning Inquiry Tool Created by San Diego County Office of Education*



## D) Color Count Optional Inquiry Protocol - Example

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two/+ Race	White
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)			N/A	N/A								N/A		
English Learner Progress (K-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate (9-12)			N/A	N/A			N/A		N/A	N/A		N/A	N/A	
College / Career Available Fall 2017. Select for Grade 11 assessment results.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Language Arts (3-8)			N/A	N/A			N/A			N/A		N/A		
Mathematics (3-8)			N/A	N/A			N/A			N/A		N/A		
<b>BLUE/ GREEN</b>	1	2	N/A	N/A	1	0	0	2	0	0	1	N/A	3	3
<b>ORANGE/ RED</b>	1	0	N/A	N/A	1	3	0	0	3	0	1	N/A	0	0

### Potential Questions

- » What student groups (with at least one color) have no oranges or reds? ELs, Asian, Filipino, Two/+ Race, White
- » What is the student group with the most blues and greens? Two/+ Race, White
- » What student groups (with at least one color) have no blues or greens? SWD, African American
- » What is the student group with the most oranges and reds? SWD, African American
- » For those student groups with the most oranges and reds, what LCAP actions/services **exclusively** target only those student groups? \_\_\_\_\_

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## D) Color Count Optional Inquiry Protocol - Template

Insert Student Group Report Here

BLUE/ GREEN														
ORANGE/ RED														

### Potential Questions

- » What student groups (with at least one color) have no oranges or reds? \_\_\_\_\_  
\_\_\_\_\_
- » What is the student group with the most blues and greens? \_\_\_\_\_
- » What student groups (with at least one color) have no blues or greens? \_\_\_\_\_  
\_\_\_\_\_
- » What is the student group with the most oranges and reds? \_\_\_\_\_
- » For those student groups with the most oranges and reds, what LCAP actions/services **exclusively** target only those student groups? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## E) Annual Measurable Outcome (AMO) Optional Inquiry Protocol (LCAP Version) - Example

Metric: % with 3+ on AP Exam

Select up to 3 student groups performing below all students: English Learners, Socioeconomic Disadvantaged, Students with Disabilities

### Goals, Actions, & Services

New       Modified      X Unchanged

#### Goal

The district will provide a high quality educational system to raise the academic achievement of ALL students.

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% with 3+ on AP Exam	All students: 75% EL: 65% SED: 54% SWD: 43%	All students: 76% (+1%) EL: 68% (+3%) SED: 58% (+4%) SWD: 48% (+5%)	All students: 77% (+1%) EL: 71% (+3%) SED: 62% (+4%) SWD: 53% (+5%)	All students: 78% (+1%) EL: 74% (+3%) SED: 66% (+4%) SWD: 58% (+5%)

#### Potential Questions

- » When will each student group perform as well as all students based on the growth trajectories from 2017-18 through 2019-20 (consider putting information into graphical form)? ELs: 2021-22, SED: 2023-24, SWD: 2024-25
- » For each student group that remains below all students in 2019-20, identify actions/services that have demonstrably improved outcomes with respect to the selected LCAP metric specifically for that student group: \_\_\_\_\_

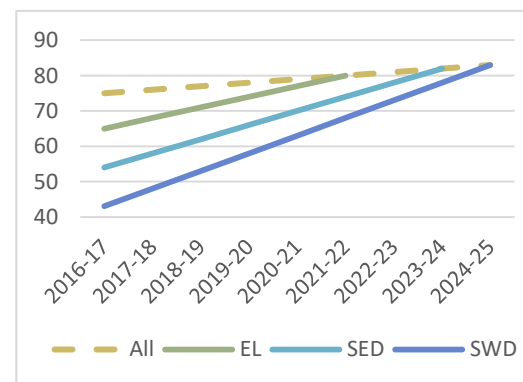
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## E) Annual Measurable Outcome (AMO) Optional Inquiry Protocol (LCAP Version) - Template

Metric: \_\_\_\_\_

Select up to 3 student groups performing below all students: \_\_\_\_\_

### Goals, Actions, & Services

New       Modified       Unchanged

Goal

\_\_\_\_\_

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#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
[Metric]	All students: SG1: SG2: SG3:	All students: SG1: SG2: SG3:	All students: SG1: SG2: SG3:	All students: SG1: SG2: SG3:

#### Potential Questions

» When will each student group perform as well as all students based on the growth trajectories from 2017-18 through 2019-20 (consider putting information into graphical form)? \_\_\_\_\_

» For each student group that remains below all students in 2019-20, identify actions/services that have demonstrably improved outcomes with respect to the selected LCAP metric specifically for that student group: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## E) Annual Measureable Outcome (AMO) Optional Inquiry Protocol (State Indicator Version) - Example

State Indicator: \_\_\_\_\_

Select up to 3 student groups with performance levels (i.e., colors) below the performance level for all students: \_\_\_\_\_

### Goals, Actions, & Services

New       Modified       Unchanged

**Goal**

\_\_\_\_\_

...

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	Color	2017-18	Color	2018-19	Color	2019-20	Color
[State Indicator]	All students: SG1: SG2: SG3:		All students: SG1: SG2: SG3:		All students: SG1: SG2: SG3:		All students: SG1: SG2: SG3:	

#### Potential Questions

» For each student group with a projected color in 2019-20 still lower than the projected color for all students, identify actions/services that have demonstrably improved outcomes with respect to the selected state indicator specifically for that student group: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_